Learning Conversation Notes	
Name of Partner: Arts Council of Placer County Leesa Albrecht Music and Movement Program	Date: January 25, 2007
Number of Children Served: 37	Ages: Prenatal (7) Under 1 yr (14) 1 yr (6) 2 yr (13) 3 yr (3) 4 yr (0) 5 yr (1)
When Served: July 1 2006 through Jan 2007	Gender: Ethnicity: - 21 Male (21) Caucasian (26) Female (16) African Amer. (0) Hispanic/Latino (5) Native American (1) Asian (1) Multiracial (1) Unknown (8)

Conversation Participants: Don Ferretti (First 5), Nancy Baggett (First 5), Seana Doherty (recorder), Barbara Guenther (facilitator), Leesa Albrecht, Cathy Ferron (local evaluator), Angela Tahti

Outcomes:

- All children and families will have access to a high quality music experience and the children participating will demonstrate age appropriate skills on a continuum of music education in the studio and at home (such as: using their voice to sing; demonstrate awareness of beat and tempo, etc.)
- Parents will be able to facilitate music and movement activities in their own home. These parents will also become advocates of the program, encouraging other parents to invest in their children's early music education.

Performance Measures:

- Demographics broken down by age, gender, ethnicity, and when services were provided.
- Pre and post session surveys.
- Stories (anecdotal) related to outcomes.
- Digital photography and videography.
- Follow up phone calls to measure parent related sustainability outcomes.
- Student learning benchmarks of the Visual and Performing Arts Content Standards for California Public Schools Pre K-Grade Twelve and High / Scope Preschool Key Experiences.

What is this data telling us about achievement of outcomes?

Demographics

- o 20 children in classes were 0 to 1
- Male #'s high this period
- 2 special needs child identified out of 37
- 5 children of 37 lived in homes where Spanish was the primary language
- The prenatal parents from Chana High School aren't consistently completing the music course
- o 59% of 37 children were white

Surveys

- See attached for survey details
- Pre-test taken at first class, post-test taken at last class
- 7 children were continuing students

Question #1: Move or use body percussion to demonstrate awareness of beat and tempo:

• In the beginning, 23 children were doing it a few times or never. After the class, 24 were doing it often or all of the time

Question #2: Use their voice to sing

Data is consistent with what the teacher is seeing with this age group

Question #7: Make up their own songs

 Children who were taking class for the second time picked this skill up much faster (shows that music skills may build progressively) Question #8: Interacts with musical activities over two hours per week.

• At post-survey, these scores are lower, even with the take-home CD's

Other survey questions: (25 of 44 surveys addressed these questions)

Parents anecdotally responded that music had benefited their child/ren in the following areas (all responses are included in the attachment):

Comments on Social benefits – 8 responses

Comments on Physical benefits – 12 responses

Comments on Mental (cognitive) benefits – 7 responses

Comments on Emotional benefits – 8 responses

Comments per above:

Great comments collected from parents

Encouraging that parents are understanding the brain development components of the music class

Music used in classes is multi-cultural

Parent comments / stories

- Parent comments show that parents are getting the connection between language development and music
- Children making up words for songs demonstrates age appropriate skills of language development
- Comments demonstrated that parents are encouraging other parents to invest in music for their children (3)

Photos

 Photos showed parents and children engaging in musical activities, demonstrating age appropriate music skills

Follow-up phone calls to measure parent related sustainability outcomes

12 parents were reached out of 14 who took the class in the summer of 2006

Follow-up took place 2 to 3 months after class

Question 1: Do you continue to enjoy music activities with your child? 12 (all) answered yes

Question 2: Have you recommended this program to others?

2 stated no, 10 said yes

The 2 who stated "no" were grandparents, not primary caregivers

Question 3: How much would you be willing to pay for this class?

4 answered that they would be willing to pay \$5 per week

8 answered that they would be willing to pay \$8-10 per week

Comments:

Good that all 12 answered yes to continuing to share music with their children (Outcome #2)

In what ways will we apply what we have learned from our data?

 Demographic Tool is missing from the conversation today---lesson learned is that you need to prepare the data a lot earlier, don't wait to prepare the night before

Surveys

- It would be useful to collect the data by ages
- Add a question on the post-survey that asks parents how they envision using this information about music and brain development in the future with their child. This reflective question may help sustain the lessons of the class for a longer period of time.

Other points that were made during the conversation:

All parents are asked to complete the same survey tool which asks questions related to preschool music skill standards. Use of the tool provides exposure to music education terms which benefits parents of children of all ages.

For the children under preschool age, the knowledge transferred to the parent through participation is valuable.

Lisa was able to gather information that parents are able to facilitate music activities in their homes after participation in the program. (Outcome #2)

Next Steps:

Prepare to provide information for the State Annual Report Provide the completed demographic tool to include with these notes